



Title: Six Hat Thinking

WHITE	<p>Allows neutrality Explores facts and figures with NO interpretations or opinions Uses focusing questions.....</p> <ul style="list-style-type: none"> • How much? • How often • How long? • How many? • Who? • Fact or belief? • Fact or likelihood? 		YELLOW	<p>Allows positive constructive assessment Explores the benefits & values, & the dreams & visions Uses focusing questions...</p> <ul style="list-style-type: none"> • What is the objective? • What is the idea based on? • How will it get us (me) closer to the vision? • Who will benefit? • How will it help? • What are the benefits?
GRAY	<p>Allows logical negative assessment Explores risks, dangers & inconsistencies with past experiences Not an argument Uses focusing questions...</p> <ul style="list-style-type: none"> • What are any errors in the facts? • What road blocks are there? • What negatives are there? • Is it worth doing? • What risks are there? • Who will be affected negatively? 		RED	<p>Allows for the legitimizing of emotions & feelings Explores ordinary emotions such as fears, dislikes, suspicions & complex emotions like hunches, intuitions, senses & aesthetics NO need to justify or give reason for feelings or emotions Uses focusing statements...</p> <ul style="list-style-type: none"> • This makes me feel... • When I think of all this will take I feel... • When I think of what I will have to do to be able to make this idea work, I feel...
GREEN	<p>Allows for creation of new ideas and responsible changes Explores new approaches, routes, options, choices, avenues, structures, resources, and methods. Uses focusing statements...</p> <ul style="list-style-type: none"> • The chance for success is greater if we (I)... • What if? • I wonder? • Where could this take us? • How many different ways can we attack the problem? 		BLUE	<p>Allows control of the thinking & organizes it into action Produces summaries, overviews, conclusions, suggested directions & next step action Uses focusing questions...</p> <ul style="list-style-type: none"> • What is the first step? • Where do we go from here? • Who do we need to communicate our plan? • Who will be the taskmaster? • What checkpoints or benchmarks or timelines can be proposed?

“Brain Compatible? 4Check It Out!”

- Stress = brain downshifts
- M(memory) space = how much the learner works on at a time
- Enriched environment = increasing dendrite branching

- Content must have relevance for the learner
- Brain pays conscious attention to only one thing at a time
- All learning enters through our senses/emotions